

Mrs. Beesley's Lesson Plans for Reading Intervention

Week of Monday, March 2, 2020-Friday March 6, 2020

March is Reading Month!

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Monday March 9, 2020</p> <ol style="list-style-type: none"> 1 Book Check-Out 2 Silent Reading/ Reading Logs 3 March is Reading Month Activity: ReWrite the Ending 	<p>RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6- 8 text complexity band proficiently, with scaffolding as needed at the high end of the range</p>	<p>SWBAT understand a book at their level (with the goal of being in the 6-8th grade text complexity band) by reading and then writing a three-sentence summary (type 2) in my reading log</p>	<p>I can orally justify my book choice by showing that my book fits into my Lexile range</p> <p>Example "My book is a _____ Lexile Level and my Lexile Range is _____."</p>
<p>Academic Vocabulary: Summary, Lexile Level, Lexile Range,</p>		<p>Text Specific Vocabulary: Varies by student</p>	
<p>Tuesday March 10, 2020</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 Figurative Language 	<p><u>CCSS.ELA-LITERACY.RL.6.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone</p>	<p>I will remember the meaning of words and phrases as they are used in a text, by making a list of words from my silent reading book that begin with my name. I will define 3 of these words using a dictionary.</p>	<p>I can orally share one new word I learned today with my classmates</p>
<p>Academic Vocabulary: define</p>		<p>Text Specific Vocabulary: Words vary by student.</p>	

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Reading Intervention

Week of Monday, March 9, 2020-Friday March 13, 2020 -

Date/Agenda	CCSS	Content Objective	Language Objective
<p>Wednesday- March 11, 2020</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs 2 The Arrival 3 Alternate Ending <i>The Arrival</i> 	<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>SWBAT describe how <i>The Arrivals</i> plot (a book without pictures) unfolds in a series of episodes using a graphic organizer.</p>	<p>SWBAT write an alternate ending to <i>The Arrival</i>.</p>
Academic Vocabulary: describe		Text Specific Vocabulary: N/A	
<p>Thursday March 12, 2020</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Log 2 The Book with No Pictures 3 Illustrations 	<p>RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>SWBAT apply <i>The Book with no Pictures'</i> meaning in order to illustrate the meaning of a given page.</p>	<p>SWBAT orally describe what they drew as the meaning of the book page from <i>The book with no Pictures</i></p>
Academic Vocabulary: N/A		Text Specific Vocabulary: N/A	
<p>Friday, March 13, 2020</p> <ol style="list-style-type: none"> 1 Silent Reading/ Reading Logs (RL Due Today!) 2 Reading Learning Path 	<p>RL.6.10 By the end of the year, read and comprehend literature including stories, dramas, and poems in the grades 6-8 text complexity band proficiency with scaffolding as needed at the high end of the range.</p>	<p>SWBAT demonstrate knowledge by reading and comprehending literature in the grades 6-8 text complexity band by working in exact path (reading learning path) at the level to move closer to grade level material for a minimum of 25 minutes.</p>	<p>I can write to summarize what I have reading in my leveled reading book.</p>
Academic Vocabulary: N/A		Text Specific Vocabulary: N/A	